ANTHONY A. WILLIAMS, MAYOR

Executive Office of the Mayor

LEARN AND SERVE

K-12 SCHOOL-BASED GRANT

GUIDELINES AND APPLICATION

2005-2006

District of Columbia "Safe Schools, Safe Students" Initiative

K-12 School-Based Projects

Vince Micone	**Thomasenia Duncan**
Chairperson	**Vice Chairperson**

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INTRODUCTION

April 12, 2005

Dear Prospective Applicant,

Serve DC looks forward to receiving your organization's application for Learn and Serve School-Based project within the District of Columbia. Please use the attached guidelines if you are applying for project funds.

Serve DC anticipates being able to award grants of up to $50,000 for fiscal year 2005. Awards will be made in May 2005. Funds must be used to develop and build support for high quality service-learning projects that involve youth in problem solving and planning for their schools and communities. Serve DC envisions a school-based service-learning program that is not only attractive to principals, teachers and administrators, but to the youth themselves. We desire a program that attracts youth to service and develops a lifelong ethic of service.

Eligible applicants are public middle/junior and high schools including public charter schools in partnership with at least on additional organization. Public school partners may include private/independent schools, for-profit business, other non-profits including faith-based organizations, and institutions of higher education. Applicants applying to Serve DC for funding must operate the project only within the District of Columbia. Projects that operate in or within a three block radius of a designated Hot Spot will receive extra points. An electronic copy of the RFA and a list of the Hot Spot locations are available at www.serve.dc.gov.

The **deadline for applications is 5:00 p.m. May 4, 2005**. Late applications will not be accepted. An application is considered late at 5:01 p.m. A checklist is provided to assist in meeting the submission requirements. Incomplete submissions will be ineligible for review. Applicants must submit one original and (12) copies. Please bind copies with binder clips only, do not staple.

Potential applicants are **required** to attend one of the following technical assistance sessions at One Judiciary Square, 441 4th St. NW, Suite 1040 South: **April 12, 2005 and April 20, 2005 from 5:00 PM to 7:00 PM.** (Take the Metro red line to Judiciary Square, exit 4th Street, Courthouse side.) Please call Christy Venable at 202-727-7925 to RSVP for a training session.

In service,

MaryAnn Miller

MaryAnn Miller
Interim Executive Director

DEFINITION AND GOALS

District of Columbia "Safe Schools, Safe Students" Initiative

Junior and High School-Based Projects

What is service-learning?

Service-learning combines service to the community with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993, service-learning:

a. Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;
b. Is coordinated with a community service program and the community;
c. Helps foster civic responsibility;
d. Is integrated into and enhances the academic curriculum and the education components of the community service program in which the participants are enrolled; and
e. Provides structured time for participants to reflect on the service experience.

The overall goals of this grant funding are:

a. To enhance the education of youth by including service-learning as an academic strategy;
b. To develop and build support for high-quality service-learning projects in the District of Columbia that will ultimately assist local schools, principals and teachers/coordinators to effectively administer service-learning projects as part of their youth programming;
c. To increase and enhance opportunities for youth to serve by identifying youth volunteerism opportunities at community and faith-based organizations; and
d. To promote recognition initiatives for youth engaged in service (President's Service Award, Mayor's Community Service Award, etc.) to recognize and to award outstanding performance of participants.

Amounts of Grants

The grant amount will vary by circumstance, need, and program model. Serve DC has $250,000 available for funding and will award grants up to $50,000 to middle/junior or high schools in partnership with at least one organization.

OVERVIEW

SERVE DC

The DC Commission on National and Community Service, now known as Serve DC, was established by an Executive Order of Mayor Anthony A. Williams on July 21, 2000 and is housed in the Executive Office of the Mayor. The mission of Serve DC is to strengthen and promote the District of Columbia's spirit of service through partnerships, national service and volunteerism. Serve DC with the support of the District's State Education Office and the DC Public Schools (DCPS) will provide grant funding to school-based programs in the District of Columbia.

As described in Serve DC's Unified District Plan for Service, its shared vision statement is 'to be a community that embraces an ethic of service and empowers residents to work together with unity of purpose.' Serve DC works closely with other national service providers in the District including AmeriCorps*National Directs, AmeriCorps*VISTA, AmeriCorps*NCCC, and Senior Corps to share resources, effective practices, and support to strengthen the local national service network.

Serve DC also works with a cadre of other organizations throughout the District to promote service and volunteerism. Mayor Anthony A. Williams designated Serve DC as the District coordinator for Citizen Corps. Citizen Corps creates opportunities for individuals to help their communities prepare for and respond to emergencies. Serve DC also coordinates the Mayor's Community Service Award, which recognizes one youth and one adult volunteer each month for outstanding community service in the District.

Serve DC will administer Learn and Serve School-Based funding through federal funds from the Corporation for National and Community Service. Therefore, District and federal rules and regulations apply. In addition to providing grant funding, Serve DC provides oversight and support to applicants selected as programs. Oversight includes site visits, fiscal monitoring and reporting requirements, while support includes project coordinator trainings, meetings, and one-on-one technical assistance.

This grant competition is devoted to tapping America's youth as an important resource for local schools and communities planning for and responding to the health, safety and security concerns associated with natural and man-made disasters. Funds for this competition will be awarded to DC public middle/junior and high schools that are required to partner with at least one additional local public or private organization to implement, replicate, or expand service-learning activities in local communities.

Communities across the country are grappling with how to craft and implement disaster plans subject to varying local conditions, resources and vulnerabilities. These challenging tasks are often compounded by difficulties in managing multiple protocol systems, uneven access to resources, and unclear roles and responsibilities across local, state and federal agencies. Serve DC believes that an important and underutilized resource to address these problems in every community is the vitality, eagerness and talent of our nation's youth. Serve DC expects that providing students with the opportunity to help plan, organize, and implement services, instead of being only recipients of community/school crisis planning, will both empower youth to become more civically engaged around these critical issues and provide measures of relief to school-aged children dealing with the anxiety, stress and fear that is often associated with issues of disaster planning and response.

WHAT YOU SHOULD KNOW ABOUT DESIGNING A LEARN AND SERVE PROJECT

NEEDS AND SERVICES

Awards will be made to organizations addressing school security concerns through the active participation of students in middle schools/junior high or high schools in the District of Columbia. Learn and Serve America creates opportunities for youth to serve and help their communities through volunteerism while increasing their academic achievement in one or more academic subjects. The initiative will support a wide range of program activities and models at the sub-grantee level that generally fall under the rubric of school-based crisis planning that includes 1) mitigation/prevention, 2) preparedness, 3) response, and 4) recovery. Applicants that work in any of one or more of these phases and propose to address issues that include: school violence/bullying/intolerance, natural disasters, severe weather, fires, chemical or hazardous spills, medical emergencies, student/staff deaths, school shootings, bomb threats or other acts of terror, may be eligible for funding under this initiative. Applicants must propose to implement service-learning projects that connect school and student safety to one or more core curriculum standards.

The needs statement in each proposal should reflect the compelling needs of the project and be supported by evidence, such as census data, community needs assessments, or other reliable measures. Applicants should describe how needs were identified.

Successful applicants must identify a coordinator for the service-learning project. Proposals should also describe a comprehensive plan to recruit, select, develop, train, supervise and recognize students and additional community volunteers.

The needs statement may identify educational concerns within the student population, such as literacy, civic knowledge and participation, drop-out rates or risky behavior, or it may cite needs in other issue areas such as housing, economic development, nutrition, or public safety. The activities of proposed projects must have a positive impact on the needs identified while enhancing the breadth and depth of service-learning in schools.

Successful applicants will describe experience in service-learning and clearly explain how the service proposed will be tied to learning outcomes and will provide evidence of previous accomplishments in developing service, service-learning, or school-community partnerships to meet local school safety needs.

Successful applicants will detail how youth will prepare, act and reflect on the service they undertake. They will clearly outline how the program will be structured during the day and over the course of the program ensuring that time is allotted for learning and reflection.

In order to ensure that students receive the greatest possible benefit from service-learning activities, service activities and curricula must be planned carefully. Students need opportunities to develop their leadership and civic skills. They also need structured time to reflect on their service in order to analyze it in its academic, historical and community context and internalize the lessons learned.

STRENGTHENING COMMUNITIES

Community involvement in all phases of a project is critical to its success. Successful applicants will describe strong community partnerships, including well-defined roles for partners. In addition to forming partnerships between schools and community organizations to support service-learning activities, Learn and Serve School-Based projects are required to support service-learning projects involving the recruitment and management of adult volunteers. The recruitment, management and involvement of adult volunteers provides valuable models of service to youth. When the volunteers are family members, it fosters an ethic of service in school, in the community, and at home.

As part of a national strategy for making federal resources available to faith-based organizations, proposals should describe how partnerships will be encouraged between the project and religious and private schools where appropriate, as well as other community and faith-based organizations. As with all partnerships, these partnerships should be multifaceted and built on mutual planning and decision-making.

A vibrant service-learning project must consist of a viable fiscal agent, and one or more community partners that may include: private/independent schools, for-profit business, institutions of higher education and other non-profits including faith-based organizations. In addition, such partnership recognizes teachers/service-learning coordinators, students, community partners, and other volunteers both as teachers and as learners. In short, a well-designed service-learning program brings each partner to the table to help guide the program.

Successful applicants need to demonstrate a commitment to sustainability and cost effectiveness. High quality service-learning projects are characterized by a reciprocal partnership between the school and the community. Just as the community can benefit from the school’s support, the school can benefit by engaging not just its students but parents and other community members in the program.

Building reciprocal partnerships takes effort and time, and sustainable, reciprocal partnerships should be the goal of each proposed project. Partnerships that share responsibility for the program among school and community partners can benefit the school’s efforts to sustain the program.

Proposals should indicate how school-community partnership and volunteer recruitment and management strategies build the capacity of all parties to strengthen both the school and the community.

Proposed projects that operate in or within a three block radius of a designated “Hot Spot”—high crime areas that receive a concentration of efforts from District government agencies—will receive extra points toward the total application score. The maps of those Hot Spots are available at www.serve.dc.gov

DEVELOPMENT OF PARTICIPANTS

Youth (Program Participants)

Community involvement in schools builds the capacity of the school to meet the needs of the students. Likewise students’ service builds the capacity of community organizations to meet their missions.

DCPS mandates that every student graduating from high school must complete 100 hours of community service in order to graduate. The Learn and Serve School-Based grant can provide students with opportunities to meet this requirement in meaningful ways. Each project will be responsible for tracking service hours of youth participants enrolled in the program.

Successful applicants will be expected to nominate outstanding youth participants for the Serve DC sponsored Mayor's Community Service Award given each month to one youth and one adult.

Another opportunity for youth to apply their learning, expand their leadership skills, and reflect on their experience will be in the celebration activities for the Learn and Serve programs. Applicants are required to participate, create or showcase their service-learning projects to the community during National Youth Service Day in April.

National Youth Service Day is the largest service event in the world and is scheduled for April 14-17, 2005. This year in DC, over 8,000 youth and their families in Washington, DC participated in over 80 community service projects. This is an opportunity to highlight youth and their commitment to our community. To learn more about how to get involved including funding resources and service project ideas applicants can contact Jelani Freeman, Serve DC Y.E.S. Ambassador at 202.727.7925.

Participating youth should determine how the projects are showcased. They may decide to create a report, exhibit, or multimedia presentation with the assistance of training and technical assistance providers. This will provide an opportunity for them to further develop their verbal and written communication skills and work cooperatively with each other. They must be encouraged to invite local politicians, community organizers, and mentors, further connecting them to positive role models of citizenship and service. Proposals should include a well-designed plan to engage participants in service activities during National Youth Service Day.

Teachers/Coordinators

Research suggests that the positive effects of service-learning for participants can only be sustained if students are given multiple opportunities over time to link their learning to service.[1] Project coordinators of selected applicants will receive required training in effective service-learning principles provided by Serve DC.

Proposals should indicate how the program will assist participants in developing service-learning opportunities that maximize student outcomes. Research suggests that service activities should be of sustained or significant duration (at least 20 hours a semester), engage students in effective reflection, and be available many times throughout a student's education. Effective projects prepare students in advance for their service experience. Project participants should be given time to reflect on their service in the context of the class curriculum throughout the project and should be encouraged to analyze and think critically about their service activities on an ongoing basis.

Proposals should be designed to implement age-appropriate learning activities that foster civic knowledge, attitudes, and behavior. The relationship between service and democratic practices, ideas and history should be made explicit in order for students to see service as a civic responsibility.

A Report from Carnegie Corporation of New York and CIRCLE: The Center for Information and Research on Civic Learning and Engagement, <u>The Civic Mission of Schools</u>, 2003: 20:[1]

High-quality service-learning projects should educate students in the historical context of the laws and social policies that affect the service they conduct, even if the service is not part of a social studies program. This reflection is essential to the development of civic participation in young people over time. All projects should link service to civic participation and the roots, principles, and history of American democracy. By purposefully linking participants' actions of today to our nation's past, the connection can be made to the role and responsibility of each citizen.

Additional civic education resources include "A National Initiative on American History, Civics, and Service," a project of National History Day and the National Archives and Records Administration (www.ourdocuments.gov); and, a new competitive grants program, "We the People," offered by the National Endowment for the Humanities (www.wethepeople.gov).

The program design of each project should provide students the opportunity to serve with others from diverse backgrounds. Diversity has wide meaning here and may include differences in age, ethnicity, English proficiency, religion, economic status, race, and disabilities. All project participants need to be appropriately prepared to serve with others who are different from themselves in order to provide positive experiences for all participants. A key factor in this preparation is to help each group to understand what it needs from the others in order to accomplish the service project.

Adequate site supervision is a fundamental part of any service experience and requires careful preparation of those who coordinate service activities, whether they are teachers, students, adult volunteers, or community agency representatives.

ORGANIZATIONAL CAPACITY

Applicants are responsible for the success of their project and the overall achievement of program objectives. Keys to the success of the program will lie in the implementation of activities, attendance and participation in training and technical assistance, and evaluation of service-learning activities.

Each project has the responsibility of regularly monitoring the progress that is being made toward meeting the performance measures, to request on-site technical assistance, and ensure the project has sound financial procedures for spending and documenting grant and matching funds.

Applicants will be **required** to attend a three-day orientation and curriculum training, quarterly sub-grantee meetings, other training as appropriate and encouraged to attend the National Service-Learning Conference. Additionally, projects are required to submit quarterly reports to document their progress toward their performance measures.

Learn and Serve School-Based projects will be evaluated on timely reporting to Serve DC, attendance to all required training and meetings and progress toward meeting objectives. Failure to meet the stated requirements may lead to suspension or termination of program funds.

Applicants may consider working with colleges and universities to help design a data collection and evaluation system.

Each grantee must be capable of providing sound fiscal management, adequate staff resources, and have the capacity to manage federal grants. Serve DC expects the program to employ qualified personnel who have experience in managing service-learning or other federal projects, both fiscally and programmatically.

COST EFFECTIVENESS

The detailed budget must provide a full explanation of associated costs including purpose, justification, and the basis of calculations. Where appropriate, calculations should be presented in an equation format, identifying the number of persons involved, the per person or unit cost, and/or itemized line items.

Summary of Statutory Budget Requirements

The source(s) of match may be federal (non Corporation for National and Community Service), state, or local (public or private).

Applicants must allocate at least 10% and not more than 15% of the Serve DC share to planning and capacity building costs.

Consistency of Treatment

To be allowable under this award, costs must be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the applicant. Furthermore, the costs must be accorded consistent treatment in both federally financed and other activities as well as between activities supported by different sources of federal funds.

Match

Describe the major sources of match contribution by clearly indicating the source(s), the type of contribution (cash or in-kind), the approximate amount (or estimate), and the intended purpose of the match. Applicants must match with cash or in-kind contributions at least 30% of the project's total costs for year one of the grant. Upon successful implementation of the first year, the match requirement will remain at 30% for second year continuation.

Performance Measures

Serve DC will provide applicants with two of three standard performance measurement objectives. The first will describe how your program will utilize community volunteers to assist in the implementation of service-learning projects. This objective should include a minimum of a 20% increase in the number of volunteers supporting the organization's youth service activities. The second objective should address the youth development aspect of the program. The final objective should be related to the community service activities to be implemented. The final objective must meet the local need of the students related to school safety.

REVIEW AND SELECTION CRITERIA

Serve DC frequently receives far more applications then it can award. Applicants are selected using an extensive, multi-stage process. The process includes reviews by the Serve DC staff, peer review panels, and approval by the Board of Commissioners. Before a program is recommended for approval, it may be necessary to conduct clarifying interviews in person or through conference calls. This process is competitive; therefore, Serve DC is seeking high quality programs that fully address these guidelines.

Serve DC will enter into negotiations with potentially successful applicants in a manner that may require modifications to original proposals. Awards are contingent on successful completion of negotiations. The number of applications approved each year of the two-year funding cycle is subject to the availability of funds.

The bullets under each sub-heading describe what Serve DC considers important and what applicants should include in the application narrative. Program Design includes three sub-categories and represents 60 percent of the basis used to evaluate and select each program. The sub-categories of Needs and Service Activities, Strengthening Communities and Participant Development are related and are therefore grouped in a single Program Design criteria. Serve DC will give equal importance to these subcategories when reviewing applications.

PROGRAM DESIGN (60%)

Needs and Activities (20%)

The *Needs and Activities* section of the narrative should be responsive to both the corresponding Serve DC Selection Criteria listed and the guidance below. Please include the following subheadings in this section of the Narrative: Needs Statement, Activities, and Workplan.

- The needs statement in your proposal should reflect compelling needs in the area of school safety and student security and be supported by evidence, such as census data, crime statistics, or community needs assessments. Activities proposed under this grant competition should be integrated with or support current school/community-wide school crisis and/or homeland security plans/initiatives.
- The needs you articulate in this section should be used to develop your performance measure in the Needs and Activities category and directly influence the service activities of your students.
- The needs statement may also identify issues within the student population, such as literacy, civic knowledge and participation, drop-out rates or risky behavior that could have negative impacts on student educational achievement. Note that the absence of service-learning should not be cited as a need, since it is the method by which you address the needs.
- A brief work plan outlining major milestones, key tasks and corresponding dates for the development and management of your proposed program should be provided.

Strengthening Communities (20%)

The *Strengthening Communities* section of the narrative should be responsive to both the corresponding Serve DC Selection Criteria and the guidance below. Please include the following subheadings in this section of the Narrative: Community Partnerships, Capacity Building, and Sustainability.

- Community involvement in all phases of a service–learning program is an integral part of a quality service learning initiative.
- Applicants must propose development of partnerships between their school and their community. Applicants are required to include well-defined roles for both school and community partners, and detail the ways the partnerships will add value both to the community organizations and the schools with which they work.
- When possible, applicants are encouraged to select partners prior to submission of their applications. Applicants should indicate how their school-community partnership and volunteer recruitment and management strategies build the capacity of all parties to strengthen both the school and the community.
- Applicants are also encouraged to involve adult and senior volunteers, in service or coordinating service-learning, to help foster an ethic of service in schools, communities and at home.
- As part of a national strategy for making federal resources more available to faith-based organizations, partnerships between your sub-grantees and religious and private schools, as well as other community and faith-based organizations are encouraged.
- High-quality school-based programs should support the educational standards of the state in which they operate.
- Making service-learning an integral part of the applicant's state educational system or organizational mission and policies, and building support for service-learning at the state, national, or regional level is an important and proven strategy for increasing program sustainability.
- In order to help us assess the size and potential sustainability of your proposed program, please indicate whether and how you are leveraging other federal, state, local and private funds to support the program, regardless of whether you plan to cite these as matching funds

- Proposed projects operating in or within a three block radius of a designated Hot Spot (see www.serve.dc.gov for maps and boundaries or call the Serve DC office 727-7925 for assistance) will receive an automatic 5% supplement toward their total application score.

Developing Participants (20%)

The *Developing Participants* section of the narrative should be responsive to both the corresponding Serve DC Selection Criteria listed and the following guidance:

- Reflection is a key element of service learning and should be encouraged in a variety of ways. Project participants should be given time to reflect on their service in the context of the class curriculum throughout the project and should be encouraged to analyze and think critically about their service activities on an ongoing basis.
- Program design should allow students to develop their leadership and civic skills as well as structured time to reflect on their service in order to analyze it in its academic, historical and community context and internalize the lessons learned.

- Proposals should indicate how the applicant will develop service-learning opportunities that maximize student outcomes. Research suggests that service activities should be of sustained or significant duration (at least 20 hours a semester), engage students in effective reflection, and be available many times throughout a student's education.
- Proposals should address who will coordinate service activities, whether they are teachers, students, adult volunteers, or community agency representatives and how the coordinators will be trained and supported.
- Programs should provide students the opportunity to serve with others from diverse backgrounds (including differences in age, ethnicity, English proficiency, religion, economic status, and other differences, as well as race and disability).
- Programs should ensure that they include opportunities for youth "voice" and leadership. Students should have a role both in executing the service project and making decisions about its development. Maximizing student input can help teach valuable lessons about personal responsibility, working in teams, and civic engagement.
- Programs should demonstrate a well-defined roles for participants that lead to measurable outcomes or impact.

BUDGET/COST EFFECTIVENESS (25%)

- Non-federal support in match for program implementation or sustainability;
- Adequate budget to support program design; and
- Cost-effective within program guidelines.

ORGANIZATIONAL CAPACITY (15%)

The *Organizational Capacity* section of the narrative should be responsive to the corresponding Corporation Board Selection Criteria listed on page 7 of the application guidelines and the guidance below. You should include the following subheadings in this section of your application:
1) Program/Fiscal Oversight, 2) Track Record, 3) Staff Roles, and 4) Evaluation Plan.

- Serve DC has the responsibility for monitoring sub-grantees to assess their progress towards meeting performance measures and provide on-site technical assistance. Applicants should document that their school or organization has instituted sound fiscal procedures for spending and documenting federal grant and matching funds.
- Programs must be capable of providing sound fiscal management, adequate staff resources, and have the capacity to manage federal grants.
- Applicants must ensure that qualified personnel who have appropriate experience in service-learning, homeland security, fiscal management or other areas are responsible for program operations. For staff members, who are not fully supported by Serve DC funds, please indicate the other programs they support or manage.
- The evaluation plan should contain the strategies programs will use to track progress toward meeting the performance measures. We strongly encourage applicants to allocate ample resources for program evaluation. Programs may consider working with colleges and universities to help design your data collection and evaluation system.

ADDITIONAL CONSIDERATIONS

In addition to the activiities and partnerships encouraged in the section above, by statue, Learn and Serve America and Serve DC will give priority to grant applications, which propose to fund subgrantee service-learning programs that:

- Involve participants in both design and operation of the program;
- Are in the greatest need of assistance, such as programs targeting low-income communities;
- Involve a) students from public schools and students from privae schools, serving together; or B) students of difference ages, races, sexes, ethnic groups, disabilities, or economic backgrounds, servining together; and,
- Programs operating in or within three blocks of the DC designated Hot Spots.

GRANT PERIOD

Applications must include proposed activities and a detailed proposed budget for the first year of operation and program objectives for a one-year period.

Approved programs enter into a two-year award agreement; however, Serve DC will enter into a grant agreement only for the first year of the program. Serve DC has no obligation to provide additional funding in subsequent years. Funding for the second year of an approved program is contingent upon the availability of funds, adequate performance including satisfactory progress in relation to the approved objectives, submission of proposed changes in activities or objectives, a detailed budget and budget narrative for the applicable program year, and any other criteria established in the award agreement.

FEDERAL FINANCIAL MANAGEMENT AND GRANT ADMINISTRATION REQUIREMENTS

As with all federal grant programs, it is the responsibility of all grantees to ensure appropriate stewardship of federal funds entrusted to them. Under Serve DC regulations, each grantee must maintain financial management systems that provide accurate, current, and complete disclosure of the financial results of its program. To meet this requirement, you must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures. OMB Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations, requires all organizations to have financial audits if they annually expend $500,000 or more under federal awards. This requirement applies to the organization’s total expenditures each fiscal year under all of its federal awards.

As with all federal grant programs, applicants must ensure that programs or activities will be conducted, and facilities operated, in compliance with the applicable civil rights statutes and their implementing regulations. For civil rights purposes, all programs and projects funded under the National and Community Service Act, as amended, are programs or activities receiving federal financial assistance. See the Learn and Service General Grant Provisions for specific requirements. http://www.learnandserve.org/resources/general_prov_lsa01.pdf. The requirements related to program participation, including discrimination requirements, are set forth in applicable grant provisions.

APPENDIXES

APPLICATION CHECKLIST

<u>Deadline: May 4, 2005 (5:00 p.m.)</u> Late applications will not be accepted. An application is considered late at 5:01 p.m.

Each copy of your application contains (in the following order):

	Item:	Located On:
_____	Face Sheet-Application for Federal Assistance	Page 15
_____	Program Narrative Including Performance Measures	
_____	Budget Worksheet and Form	Page 20
_____	Signed Assurances and Certifications Form	Page 29
_____	Signed Application Checklist	Page 14

_____ This application is double-spaced.

_____ This application is in 12-point font with 1 inch margins.

_____ This application consists of one unbound, single-sided original and twelve bound (by clip only) copies.

____

Signature of Authorized Official

FACE SHEET-APPLICATION FOR FEDERAL ASSISTANCE

Application Information
Performance Period: Start Date:__________________ End Date:____________________

a. Legal Name:

b. Descriptive Title of Applicant's Project:

c. Participant Profile (estimates): ______# Learn and Serve Participants (ages 5-17)

______ # Adult volunteers working with the project

d. Address (give street address, city, state, and zip code):

e. Name and contact information for Project Director of other person to be contacted on matters involving this application:
a. Name:
b. Telephone number:
c. Fax number:
d. Internet email address:

f. Employer Identification Number (EIN):

g. Type of Applicant (check one): □ School □ Non-profit □ Faith-based

h. Type of Application:
X New
□ Continuation
□ Revision

i. Estimated Funding:
a. Serve DC $______________
b. Applicant $______________
Total $______________

j. To the best of my knowledge and belief, all data in this application are true and correct; the document has been duly authorized by the governing body of the applicant; and the applicant will comply with the attached assurances if the assistance is awarded.
a. Typed/Printed Name of Authorized Representative:
b. Signature of Authorized Representative:_____________________________
c. Title:
d. Telephone Number:
e. Date:

APPLICATION INSTRUCTIONS

GENERAL SUBMISSION INFORMATION

Your application consists of the following components. Please make sure to address each one.

- Face Sheet-Application for Federal Assistance (found on page 15)
- Program Narrative (guidelines on pages 5-8, instructions on pages 16-18)
- Performance Measurement Objectives (guidelines on page 10, instructions on page 18)
- Budget Form and Worksheet (instructions on pages 19-22)
- Assurances and Certifications (instructions on pages 23-29)

Please be sure to follow the page limits listed below. **Read the assurances and certifications carefully, sign and attached as instructed on the checklist.**

NARRATIVE

A. EXECUTIVE SUMMARY (UP TO 1 PAGE)

Provide a concise overview of your proposed program that summarizes the need; planned activities to address the need; anticipated outcomes; and procedure to measure these outcomes. The maximum length for the Executive Summary is 1 page.

B. SUMMARY OF ACCOMPLISHMENTS AND OUTCOMES (UP TO 1 PAGE)

Provide a well-designed program plan with a clear and compelling justification for awarding the requested funds.

Provide a clear description of the accomplishments and outcomes you achieved in the past three-year project period.

Include a list of the other type(s) of program funds your organization received during the past three years. The maximum length for the Summary of Accomplishments and Outcomes is 1 page.

C. PROGRAM NARRATIVE (UP TO 10 PAGES)

Program Design

a. Needs and Service Activities
    i. Needs – Describe the specific need(s) your program will address. Include a well documented, compelling description of the need in the communities you intend to serve and how the needs were identified.
    ii. Description of Activities – Include a detailed description of proposed activities that relate to the need(s) your program will address. Discuss participants' role in these activities.

iii. Accomplishment in Proposed Activity Areas – Describe your organization's history and past accomplishments in the proposed activity areas.
iv. Involvement of Community – Describe how you involved the target communities in identifying community needs and planning your program; discuss how you will include them in your program implementation.

b. Participant Development (Youth, teachers/service-learning coordinators and community volunteers.)
   i. Recruitment – Describe how your organization will recruit participants and volunteers to serve in this program.
   ii. Support – Describe clear plans for orienting, supervising, training and participants and community volunteers.
   iii. Civic Education and Emergency Preparedness – Describe how participants (youth, teachers/service-learning coordinators and community volunteers) will develop an understanding of and increased knowledge, skills and attitudes of civic education and the emergency needs of their schools and neighborhoods.

c. Strengthening Communities
   i. Developing Community Resources – Describe how your organization plans to develop community resources including the recruitment and management of community volunteers.
   ii. Community Partnerships – Describe the community partnerships you intend to develop including well-defined roles for faith and community-based organizations.
   iii. Capacity Building/Sustainability – Describe plans for achieving sustainable programming for youth and community volunteers with support from community and private foundations.
   iv. Hot Spots – If your proposed project will operate in or within a three block radius of a designated Hot Spot as listed in the Mayor's report available on www.serve.dc.gov, please identify the name of the Hot Spot and describe the program's proximity to the Hot Spot.

d. Organizational Capacity
   i. Describe your ability to provide sound program and fiscal oversight.
   ii. Describe your experience in or ability to administer a federal grant.
   iii. Describe your role(s) of key staff person(s) responsible for the program.
   iv. Describe your track record of accomplishments as an organization.
   v. Describe your plans or systems for self-assessment, evaluation, and continuous improvement.

e. Budget/Cost Effectiveness (Non-federal support and sustainability)
   i. Discuss how your program will attempt to build community support and support from other funding sources.
   ii. Discuss what match commitments (in-kind and cash) you have, what commitments you plan to secure and how you will secure them.

D. PERFORMANCE MEASUREMENT OBJECTIVES

We will review and consider your performance measurement objectives in the Program Design section of the selection criteria. Your objectives should be clearly linked to the program narrative and focus on the areas in which you expect to make the greatest impact. Performance Measurement Objectives should cover the first year of operation. Use the standard measures for Strengthening Communities and Participant Development provided in the appendix titled: Developing Your Performance Measures. Your Needs and Activities should be based on your individual school and student needs.

E. BUDGET

The budget should be sufficient to perform the tasks described in the proposal narrative. Do not include unexplained amounts for miscellaneous or contingency costs or unallowable expenses such as entertainment costs. Round all figures to the nearest dollar.

DEVELOPING YOUR PERFORMANCE MEASURES

Excerpted from Performance Measurement Toolkit
Developed by ProjectSTAR

Performance Measurement Basics

Performance Measurement
Performance measurement is the process of regularly measuring the outputs and outcomes produced by your program. Performance measurement allows you to track both the amount of work done by your program and the impact of this work on your program beneficiaries. Performance measurement is a useful tool for managing your program. It allows you to track the progress of your program towards larger goals, and to identify program strengths and possible areas for improvement. Program staff, community partners, and participants should be actively involved in performance measurement activities to track outputs and outcomes. Ultimately, performance measurement information will ensure program accountability, and will help improve services and client outcomes.

Results Outputs
Outputs refer to the amount of work or products completed and services delivered by your program. Examples include service hours completed by participants and volunteers, neighborhood cleanup projects completed, and teacher training sessions conducted. Outputs answer the question, "How much work did we do?" but do not answer the question, "What changed as a result of our work?"

Intermediate Outcomes
Intermediate outcomes are changes or benefits experienced by your service recipients or participants. However, intermediate outcomes do not represent the final result you hope to achieve for your beneficiaries. For example, if your final result is to improve student academic performance, then intermediate outcomes might include improved attitudes towards school and reduced truancy. These are likely preconditions for improved academic performance. Positive results for intermediate outcomes are usually a sign that your program is on track to achieve the related end outcomes.

End Outcomes
End outcomes are the positive changes that your program ultimately hopes to achieve for beneficiaries. End outcomes address needed changes in community conditions, or behavior and attitudes of beneficiaries, including participants.

Reasons to Conduct Performance Measurement
Performance measurement responds to the need for program managers and funding agencies to systematically measure the effectiveness of program activities. Maximizing program

effectiveness is critical in light of the limited resources available to meet the needs of people and communities. Performance measurement provides decision makers with reliable information on the effectiveness of program activities in achieving intended outcomes.

To summarize, performance measurement allows you to:
- Clarify the purpose of your program and the way specific services contribute to achieving desired results.
- Document the actual results of program activities.
- Improve program performance by identifying program successes and areas for improvement.

Using a Program Logic Model to Identify Key Activities and Outcomes
The program logic model provides a concise visual representation of activities that are the core of your program. Logic modeling can be used during the planning or development of your program to identify the results your program intends to achieve. The logic model below consists of five components.

Logic Model Components

- **Inputs:** Resources used to produce outputs and outcomes.
- **Activities:** What a program does with the inputs.
- **Outputs:** The products and services delivered (e.g., students tutored, trees planted).
- **Intermediate Outcomes:** Changes that have occurred in the lives of the beneficiaries and/or members, but have fallen short of a significant benefit for them. These may include quality indicators such as timeliness and client satisfaction.
- **End Outcomes:** Changes that have occurred in the lives of beneficiaries and/or participants that constitute significant benefits to them.

Logic Model Benefits
Using the logic model will help your program:
- Communicate its potential value.
- Clarify the results you are trying to achieve.
- Identify the key program elements that must be tracked to assess your program’s effectiveness.
- Make clear program premises and make visible stakeholder assumptions.
- Improve program planning and performance by identifying the ways to measure program success and areas for improvement.

Considerations in Developing a Logic Model
- **Involve appropriate stakeholders in the process.** Developing a logic model as a group builds consensus by focusing on the values and beliefs influencing what your organization wants to accomplish and why.
- **Start with activities.** Work back and forth between the various components as you develop your logic model. However, keep in mind that there is no "one right way" to create a logic model. Some programs may want to start with their desired outcomes and develop the best activities to meet those outcomes, especially those of you with experience using logic models. It is likely that you will have more than one output, intermediate outcome and/or end outcome.
- **Keep it brief (one page).** Use the logic model to describe the core of your program to your reader. Include only those inputs and activities that are directly applicable to the

intended changes. Use separate logic models for each major program activity.
- **Look at what will actually occur.** Look realistically at program results as well as the way the program is currently implemented not how it functioned in the past. Choose those outputs, intermediate outcomes, and end outcomes that best describe the purpose of your program.
- **Keep it simple.** Come up with a model that reflects how and why your program will work.
- **Be ready to modify.** Since this is a snapshot of program activity at one point in time, keep in mind that you will need to refine your logic model over time.

The Logic Model and Performance Measurement Worksheets

Developing a logic model can assist you in building your performance measurement worksheets. As you move through the logic model process, you begin to identify the key outputs, intermediate outcomes, and end outcomes for core activities. For each selected output and outcome, identify specific instruments you will need to track your progress.

Keep in mind the Corporation requirements for type and number of outputs, intermediate outcomes, and end outcomes that are to be reported. When selecting the outputs and outcomes you plan to measure, select those you believe to be the results that are the most important to report to the Corporation.

An example of a logic model is demonstrated on the next page. It includes sample indicators below each result. An indicator is the specific, measurable item of information that specifies progress toward achieving the result. The following page demonstrates how the logic model helps to build the performance measurement worksheet. Work back and forth between the elements of the logic model and performance measurement worksheet to ensure that:
- Performance measurement components are connected (i.e., there is a clear link from inputs to program service to intended outputs/outcomes).
- Performance measurement worksheets are specific and reflect activities that are feasible given the program resources (inputs), activities, and time frame.
- Outputs and outcomes relate to your activity.

Other Approaches

In addition to using the logic model, there are other approaches that may help you identify meaningful results. For example, other approaches include holding focus groups with clients to identify what they want and expect from the services. You can also find out what similar programs elsewhere have identified as outputs and outcomes and tailor those to your own program context and needs. In this way, you can benefit from the effective practices of other programs and minimize “reinventing the wheel.”

Need more help?

We recommend that applicants use any of the following resources in developing these performance measures:
- The complete *Performance Measure Toolkit* that we have excerpted here is available on the Project Star website under the “AmeriCorps State and National” link. While the toolkit is geared toward AmeriCorps, you will find it full of valuable information that can help you as

you craft your performance measures. Project Star will be revising this for Learn and Serve, and it will be posted as soon as it is ready. Current link:

http://www.projectstar.org/star/AmeriCorps/pmtoolkit.pdf
• *Evaluation Toolkit: A User's Guide to Evaluation for National Service Programs*
www.projectstar.org/star
• *W.W. Kellogg Foundation Evaluation Handbook* www.wkkf.org/pubs/Pub770.pdf
• *Online Evaluation Resource Library*
www.oeri.sri.com
• *Center for Accountability and Performance*
www.aspanet.org/cap/index.html
• *Outcome Measurement Resource Toolkit, United Way of America*
www.national.unitedway.org/outcomes

We also encourage programs, when needed, to seek the help of local or regional professionals to perform and oversee evaluation activities, including the development of an evaluation plan that encompasses collection of and reporting on outcome data that will be used to improve program quality.

PERFORMANCE MEASURMENTS WORKSHEET (Output Standard)

Output indicators—specify a count of the amount of service participants have completed, but do not provide information on benefits or other changes in the lives of participants and/or beneficiaries.

Category (select one) **____Needs and Service Activities _____Participant Development __X___Strengthening Communities**	
Performance Measurement Number (select one) _X_1 ___2 ___3	
Creating Performance measurements	
1. Identify the result you expect to achieve and label as output, intermediate or end outcome	**OUTPUT: New volunteers join efforts of the project due to awareness.**
2. Describe how you will achieve this result	New volunteers will recruited by project participants through awareness activities and through direct solicitation.
3. What instruments and data will you use to measure the results?	Sites will keep volunteer sign up logs.
4. What are the targets that you expect to meet during the two year grant period?	Sites will increase their number of volunteers by 20% in year one and by 50% in year two for the project and for their school emergency plan.
5. Restate the complete performance measure by combining steps 1 -4 above. This is your **performance measure.**	Participating sites will increase the number of volunteers for their project and for their emergency activities by at last 20% in year one and 50% in year two
6. If you have data for this performance measure from prior years, report it here.	

PERFORMANCE MEASURMENTS WORKSHEET (intermediate outcome example)
Intermediate-outcomes—specify a change that has occurred in the lives of beneficiaries and/or participants, but is still short of a significant, lasting benefit to them.

Category (select one) **____Needs and Service Activities _____Participant Development _X____Strengthening Communities**	
Performance Measurement Number (select one) __1 _X__2 ___3	
Creating Performance measurements	
1. Identify the result you expect to achieve and label as output, intermediate or end outcome	INTERMEDIATE-OUTCOME: 70% of students trained in CERT, CPR and Family Emergency Planning will demonstrate increased knowledge of civic engagement and emergency preparedness.
2. Describe how you will achieve this result	Participating students in high school and middle school will be trained in CERT, CPR and Family Emergency Planning.
3. What instruments and data will you use to measure the results?	Documentation will be collected including CERT and CPR certifications, training rosters, pre and post civics knowledge survey, and /or participation in the DC Youth Advisory Council or other youth civic project.
4. What are the targets that you expect to meet during the two year grant period?	We expect that 70% of students trained will demonstrate increased knowledge in year one. In year two we expect that 70% of new students demonstrate increased knowledge and that 100% of continuing students demonstrate involvement in emergency preparedness efforts in their school and/or community.
5. Restate the complete performance measure by combining steps 1 -4 above. This is your **performance measure**.	**INTERMEDIATE-OUTCOME** 75% of students trained in CERT, CPR, and Family Emergency Planning will demonstrate increased knowledge of civic engagement and emergency preparedness**.**
6. If you have data for this performance measure from prior years, report it here.	No data are available from prior years

PERFORMANCE MEASURMENTS WORKSHEET (end outcome example)

End-outcomes-- specify a change that has occurred in the lives of beneficiaries and/or participants that is significant and lasting.
Please identify performance measurement category and the performance measurement number for each.

Category (select one) **____Needs and Service Activities __X___Participant Development _____Strengthening Communities**	
Performance Measurement Number (select one) _X_1 ___2 ___3	
Creating Performance measurements	
1. Identify the result you expect to achieve and label as output, intermediate or end outcome	**END OUTCOME:** At the end of the two year cycle, 75% of teachers trained in emergency planning, civic engagement, and service-learning will integrate all three into their curriculum and produce materials for replication of their program for other teachers.
2. Describe how you will achieve this result	Participating teachers/school coordinators will be trained in emergency planning, civic engagement, and service learning.
3. What instruments and data will you use to measure the results?	Documentation will be collected from teachers through interviews and observations. Documents collected or reviewed include certifications, lesson plans, training rosters, and portfolios.
4. What are the targets that you expect to meet during the two year grant period?	In year one, we expect that 75% of teachers will be trained and attempt to integrate the training into plan. In year two we expect that new sites will do the same and that continuing sites will disseminate the information learned to all other schools in the DC school system and beyond.
5. Restate the complete performance measure by combining steps 1 -4 above. This is your **performance measure.**	**END OUTCOME:** Over the course of two years. At least 75% of teachers trained through Safe Schools, Safe Students will integrate training into their curriculum and produce materials for replication of their programs for other teachers through the creation of model curriculum.
6. If you have data for this performance measure from prior years, report it here.	No data are available for this measure.

PERFORMANCE MEASURMENTS WORKSHEET (BLANK)
Please identify performance measurement category and the performance measurement number for each. You may duplicate this form.

Category (select one) **____Needs and Service Activities _____Participant Development _____Strengthening Comm**unities	
Performance Measurement Number 9select one) __1 ___2 ___3	
Creating Performance measurements	
1. Identify the result you expect to achieve and label as output, intermediate or end outcome	
2. Describe how you will achieve this result	
3. What instruments and data will you use to measure the results?	
4. What are the targets that you expect to meet during the two year grant period?	
5. Restate the complete performance measure by combining steps 1 -4 above. This is your **performance measure.**	
6. If you have data for this performance measure from prior years, report it here.	

BUDGET INSTRUCTIONS

Your detailed budget must provide a full explanation of associated costs including their purpose, justification, and the basis of your calculations. Where appropriate, your calculations should be presented in an equation format, identifying the number of persons involved with the event, the per person/unit cost.

Section I. Planning and Capacity Building

Training and Technical Assistance

Enter costs associated with participant training and reflection, teacher/coordinator training, technical assistance, curriculum development/and or mini-grant release time.

Evaluation

Include costs for project evaluation activities, data collection against performance measures, including additional staff time. Include use of evaluation consultants, purchase of instrumentation and other costs specifically for this activity. Indicate daily rates of consultants, where applicable, not to exceed $443 per day.

Other

Travel to Corporation-Sponsored Meetings **–** Include up to $2,000 in this line item to cover the cost of Corporation-sponsored technical assistance meetings and the annual Service-Learning National Conference.

Allowable costs in this category may include clearly explained items related to implementations that do not fit in other categories.

Section II. Implementation, Expansion, Operation and Replication of Service-Learning Programs/Local Partnerships

Operating Costs

Enter the costs associated with running a school-based service-learning project (project materials, service activities, educational materials, volunteer recognition, etc.) You should include costs for local partnerships to implement your service-learning projects.

Salaries–Stipends

Include the annual base salary and portion of staff costs or stipends that are attributed to implementation activities of the program. List each staff position.

Benefits

Include costs of benefit(s) for your project staff. You can identify and calculate each benefit or show cost as a percentage of all salaries.

Adult Volunteers

Include costs to implement school-based service-learning projects involving adult volunteers.

*Grant funds **MAY NOT** be used for administrative costs or food.*

BUDGET WORKSHEET

Section I.
Planning and Capacity Building

Training & Technical Assistance

Item	CNCS Share	Grantee Share	Total Amount
	$	$	$
CATEGORY Totals	$	$	$

Evaluation

Rate Type - Claimed - Rate	CNCS Share	Grantee Share	Total Amount
	$	$	$
CATEGORY Totals	$	$	$

Other

Rate Type - Claimed - Rate	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-sponsored meetings	$	$	$
Dissemination			
CATEGORY Totals	$	$	$
SECTION I Totals	$	$	$

Section II.
Implementation, Operation and Replication of Service-learning Programs/Local Partnerships

Operating Cost

Item - Description	CNCS Share	Grantee Share	Total Amount
	$	$	$
	$	$	$
CATEGORY Totals	$	$	$

Salaries or Stipends

Item - Description	CNCS Share	Grantee Share	Total Amount
	$	$	$
	$	$	$
CATEGORY Totals	$	$	$

Benefits

Item - Description	CNCS Share	Grantee Share	Total Amount
	$	$	$
	$	$	$
CATEGORY Totals	$	$	$

Adult Volunteers

Item - Description	CNCS Share	Grantee Share	Total Amount
	$	$	$
	$	$	$
CATEGORY Totals	$	$	$
SECTION II Totals			
Section I & II BUDGET TOTALS	$	$	$

Source of Funds (Matching Funds)

Section	Description		
Section I. Planning and Capacity Building			
Section II. Implementation, Operation and Replication of Service-learning Programs/Local Partnerships			

BUDGET FORM

Note: Transfer totals from budget worksheets.			
Project Name **Legal Applicant**	**Budget Dates:**		
	Total Amount	**CNCS share**	**Grantee Share**
Section I. Planning and Capacity Building			
Training and Technical Assistance	$	$	$
Evaluation	$	$	$
Other	$	$	$
Section I. Subtotal	$	$	$
Section II. Implementation, Operation and Replication of Service-learning Programs/Local Partnerships			
Operating Cost	$	$	$
Salaries or Stipend	$	$	$
Benefits	$	$	$
Adult Volunteers	$	$	$
Section II. Subtotal	$	$	$
Budget Totals	$	$	$
Funding Percentages	%	%	%

ASSURANCES AND CERTIFICATIONS INSTRUCTIONS

By signing and submitting this application, as the duly authorized representative of the applicant, you certify that the applicant will comply with the Assurances and Certifications described below.

a) Inability to certify
Your inability to provide the assurances and certifications listed below will not necessarily result in denial of a grant. You must submit an explanation of why you cannot do so. We will consider your explanation in determining whether to enter into this transaction. However, your failure to furnish an explanation will disqualify your application.

b) Erroneous certification or assurance
The assurances and certifications are material representations of fact upon which we rely in determining whether to enter into this transaction. If we later determine that you knowingly submitted an erroneous certification or assurance, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

c) Notice of error in certification or assurance
You must provide immediate written notice to us if at any time you learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

d) Definitions
The terms “covered transaction”, “debarred”, “suspended”, “ineligible”, “lower tier covered transaction”, “participant”, “person”, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded” as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. An applicant shall be considered a “prospective primary participant in a covered transaction” as defined in the rules implementing Executive Order 12549. You may contact us for assistance in obtaining a copy of those regulations.

e) Certification requirement for subgrant agreements
You agree by submitting this proposal that if we approve your application you shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by us.

f) Certification inclusion in subgrant agreements
You agree by submitting this proposal that you will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions,” provided by us, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

g) Certification of subgrant principals

You may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless you know that the certification is erroneous. You may decide the method and frequency by which you determine the eligibility of your principals. You may, but are not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

h) Non-certification in subgrant agreements

If you knowingly enter into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

i) Prudent person standard

Nothing contained in the foregoing may be construed to require establishment of a system of records in order to render in good faith the assurances and certifications required. Your knowledge and information is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ASSURANCES

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

Has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-federal share of program costs) to ensure proper planning, management, and completion of the program described in this application.

Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the state, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).

Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686). which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for program purposes regardless of federal participation in purchases.

Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.

Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of program consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16U.S.C. 469a-l et seq.).

Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, application guidelines, and policies governing this program.

CERTIFICATIONS

Certification – Debarment, Suspension, and Other Responsibility Matters

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, *Participants' responsibilities.*

A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:

- Is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.
- Has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction or records, making false statements, or receiving stolen property.

- Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification, and
- Has not, within a three-year period preceding this application, had one or more public transactions (federal, state or local) terminated for cause or default;

B. If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.

Certification – Drug-Free Workplace

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

As the duly authorized representative of the grantee, I certify, to the best of my knowledge and belief that the grantee will provide a drug-free workplace by:

A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

B. Establishing a drug-free awareness program to inform employees about -

- the dangers of drug abuse in the workplace,
- the grantee's policy of maintaining a drug-free workplace.
- any available drug counseling, rehabilitation, and employee assistance programs, and
- the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);

D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will -

- abide by the terms of the statement, and
- notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;

E. Notifying us within ten days after receiving notice under subparagraph (D) from an employee or otherwise receiving actual notice of such conviction;

F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D), with respect to any employee who is so convicted -

- Taking appropriate personnel action against such an employee, up to and including termination; or
- Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (F).

Certification – Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

No federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into of any cooperative agreement, or modification of any federal contract, grant, loan, or cooperative agreement;

If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients will certify and disclose accordingly.

ASSURANCES AND CERTIFICATIONS FORM

Assurance Signature: **NOTE: Sign this form and include in the application.**

SIGNATURE: By signing this assurances page, you certify that you agree to perform all actions and support all intentions in the Assurances section.

Organization Name: ____

Program Name: ____

Name and Title of Authorized Representative: ____

Signature: ____

Date: ____

Certification Signature: **NOTE: Sign and include in the application.**

BEFORE YOU START: Before completing certification, please read the Certification Instructions.

SIGNATURE: By signing this Certification page, you certify that you agree to perform all actions and support all intentions in the Certification sections of this application. The three Certifications are:

Certification: Debarment, Suspension and Other Responsibility Matters

Certification: Drug-Free Workplace

Certification: Lobbying Activities

Legal Applicant:____

Program Name:____

Name and Title of Authorized Representative:____

Signature:____

Date:____